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ABSTRACT

The academic characteristics and language skills of foreign born Asians at the University of California (UC), Berkeley, were studied in 1981. The 694 respondents were polled concerning factors that contributed to their knowledge of English, their current proficiency with English, and whether their ability with English influenced their choice of either a college major or a career. Additionally, attention was directed to students enrolled in English as a Second Language instruction and to a comparison of the foreign born and native undergraduates. Findings include the following: the middle 50 percent of the respondents first learned English between the ages of 4 and 11 and entered the United States between the ages of 7 and 16; a higher percentage of respondents majored in engineering, chemistry, and physical and biological sciences than undergraduates in general, and more are choosing careers in computer science, engineering, and medicine than undergraduates in general; most of the respondents (92 percent) plan on staying in the United States after graduation; 21 percent claim that their lack of ability in English limited their choice of major, while 18 percent claim it limited their career choice; respondents have cumulative grade point averages and academic course loads approximately comparable to those of undergraduates in general; 68 percent of the respondents have jobs versus 41 percent of undergraduates in general; the two main sources of financial support are the families (39 percent) and UC financial aid (30 percent); English as a Second Language (ESL) students are more interested in further training in technical writing than in any other ESL subject matter. A questionnaire is appended. (SW)

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LANGUAGE BACKGROUND SURVEY OF FOREIGN BORN ASIAN UNDERGRADUATES AT THE UNIVERSITY OF CALIFORNIA, BERKELEY

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U.S. DEPARTMENT OF EDUCATION
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OFFICE OF STUDENT RESEARCH PH 642-2032
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SUMMARY

LANGUAGE BACKGROUND SURVEY OF FOREIGN BORN ASIAN UNDERGRADUATES AT THE UNIVERSITY OF CALIFORNIA, BERKELEY

Thomas A. Cesa
Office of Student Research

In Spring, 1981, a survey conducted at the University of California, Berkeley, examined the language backgrounds of foreign born Asian undergraduates. These students were asked how proficient they currently were in their mother tongue. They were also asked when and how they learned English; their English proficiency when they entered Berkeley and at the time of the survey; and whether their ability in English influenced either their choice of a major or a career. The students were also polled about how they met the Subject A requirement and the Reading and Composition requirement, if indeed they had. Additional questions were asked of the students who had or were taking English as a Second Language (ESL) at Berkeley.

The mail survey produced 694 completed questionnaires. The response rate was 42%. The somewhat lower than expected response rate is partially attributable to the time of year when the survey was conducted and the questionnaire length. Students received the questionnaire two weeks before final examinations began and undoubtedly many chose to study rather than complete the lengthy 6.5 page photo-reduced questionnaire.

A comparison between the survey respondents group and the group of undergraduates in general shows many similarities. Both groups have about the same ratio of males to females, about the same distribution across class levels, about the same percentage of single students, and about the same average age. Thus although the response rate may be somewhat lower than in other mail surveys conducted at Berkeley, there does not appear to be bias with regard to the main demographic characteristics of the sample.

A summary of the main survey results is as follows:

-The middle 50% of the survey respondents first learned English between the ages of 4 and 11.

-The middle 50% of the respondents entered the USA between the ages of 7 and 16.

-Fifty-four percent were held for Subject A vs. 37% of the undergraduates in general.

-The most frequently chosen courses for satisfying the Reading and Composition requirement were English 1A and 1B.

-More survey respondents majored in engineering, chemistry, physical and biological sciences than undergraduates in general.

-More survey respondents are choosing careers in computer science, engineering and medicine than undergraduates in general.

-Most of the survey respondents (92%) plan on staying in the United States of America after graduation.

-Twenty-one percent claim that their ability in English limited their choice of major.

-Eighteen percent claim that their ability in English limited their career choice.

-Survey respondents have cumulative GPA's and academic course loads that are approximately comparable to those of undergraduates in general.

-Survey respondents spend an average of 27 hours per week on homework.

-Sixty-eight percent of the respondents have jobs vs. 41% of undergraduates in general.

-Survey respondents who have jobs work an average of 15 hours per week, the same as undergraduates in general.

-The two main sources of financial support are the families (39%) and UC financial aid (30%).

-Most survey respondents still make extensive use of their mother tongue in talking to their families and in their current living environments.

-ESL students are more interested in further training in technical writing than in any other ESL subject matter.

January 11, 1982

LANGUAGE BACKGROUND SURVEY OF FOREIGN BORN ASIAN UNDERGRADUATES AT THE UNIVERSITY OF CALIFORNIA, BERKELEY

Thomas A. Cesa
Office of Student Research

This study presents the findings of a survey concerning the academic characteristics and language skills of foreign born Asians at the University of California, Berkeley. The survey respondents were polled concerning items that contributed to their knowledge of English, their current proficiency with English and whether their ability with English influenced their choice of either a college major or a career. A secondary purpose of the study was to obtain demographic data comparing the students to undergraduates in general. Finally, a small portion of the questionnaire was completed by just those students who have enrolled in English as a Second Language (ESL) courses at UC, Berkeley.

METHODOLOGY

Questionnaire Design. The questionnaire was designed jointly by the Language Acquisition Skills Group and the Office of Student Research. The former included faculty members from Asian American Studies, Subject A and ESL. The questionnaire consisted of five photo-reduced pages of questions for all foreign born Asians plus 1.5 pages that were intended only for the students who have taken ESL courses.

Sample Selection. Selection of the foreign born was difficult because instead of designating nativity by code, the official University records

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I would like to acknowledge the helpful assistance of Deanna Chew.

contain birthplace location as it is recorded by the student. A computer program was developed that selected the sample based upon the most frequently occurring foreign birthplaces. The program uses the 17 most frequently mentioned locations and would have selected over 95% of the population had it been used in Fall, 1980. Thus, for Spring, 1981, it is likely that a very large portion of the population was selected for inclusion in this study.

Survey Distribution and Return Rate. About 1650 questionnaires were distributed by first class mail on May 22, 1981. A follow-up postcard was mailed two weeks later. Six hundred ninety-four (694) questionnaires were returned, producing a return rate of 42%. Although this is a satisfactory return rate, it is slightly lower than that of other large campus surveys. Possibly the lower response rate was caused by students preferring to study for final examinations (only two weeks distant) instead of completing the lengthy questionnaire. Also, some of those to whom questionnaires were mailed may have either graduated or had completed their course work early and left for the summer.

RESULTS

The results are presented in considerable detail in Appendix A. There, a copy of the survey questionnaire has juxtaposed on it the responses of the 694 survey respondents in percentage form.

Survey Respondents vs. the UC Undergraduate Population. The survey respondents are similar to Berkeley undergraduates with regard to age (median age = 21), marital status (95% unmarried) and sexual composition (58% male and 42% female). The percentage of survey respondents per class level is slightly less for the freshman through junior levels and is about 2% more at the senior level than for undergraduates. In Spring, 1980, undergraduates consisted of 19% freshmen, 22% sophomores, 29% juniors and 30% seniors.

Academic Progress. The academic performance of the survey respondents is probably at least equivalent to that of undergraduates in general. The respondents have a mean self-reported cumulative GPA of 3.06 and a mean self-reported quarter load of 14.2 units. All undergraduates have a mean cumulative GPA of 3.00 and a mean unit load of 13.8 units. However, the two sets of figures are not strictly comparable because the survey contains self-report data instead of official data and the latest available undergraduate data is not yet available for Spring, 1981. Thus, it is probably tenuous to conclude that the survey respondents have academic performance that is superior to that of undergraduates in general.

Academic Majors. Considerably more survey respondents major in the physical sciences, biological sciences, engineering and computer sciences than undergraduates in general. About 21% of the respondents stated that their ability in English had influenced their choice of major. Since the majors mentioned are among those that are the most difficult to enter due to intense competition, it may seem paradoxical that some of the Asian students complain of limitations on their choice of major. Yet examination of written comments on the questionnaires showed that many survey respondents are interested in majoring in areas such as literature, writing, humanities and journalism.

Career Choice. The survey respondents, more so than undergraduates in general, chose careers in engineering, computer science and business. Since the careers mentioned tend to be associated with high financial remuneration and prestige, it again appears paradoxical that 18% of the respondents stated that their career choice was limited due to their ability in the use of English. However, several survey respondents would have preferred careers as writers, journalists or lawyers.

Financial Support. The family is the primary source of financial support (39%) for the foreign born Asian. UC financial aid is the second most important source of support (30%). Other support sources are employment (11%), savings (8%), loans (7%) and other (4%). Incidentally, more survey respondents than undergraduates in general work (68% vs. 41%) but of those who work in either group, the average work week is 15 hours long.

Plans after Graduation. Very few foreign born Asians (5%) plan on returning to their native country after graduation. Most (53%) plan on attending either a graduate or professional school in the United States and 40% plan on working after receiving their degree. Currently 44% of the respondents are U. S. citizens.

Mother Tongue. Most of those surveyed first learned to communicate in a non-English language. Cantonese (46%) was the most prevalent mother tongue/first language. Nearly 9% of the respondents are either bilingual or have a mother tongue other than the 14 listed. About 7% of the respondents marked each of the following: Japanese, Tagalog and Vietnamese. English was named by about 5% as the mother tongue.

Students self-rated their ability in their mother tongue as either "poor," "fair," "good," or "excellent." The percentage of students selecting good or excellent was 88% with regard to listening ability. The percentage marking good or excellent with regard to speaking ability was 75%. It was 57% with regard to reading and 47% with regard to writing. Since these four skills are ordered developmentally, the declining percentages are consistent with the notion that the students left their native countries at different developmental stages.

The mother tongue is still used extensively by many respondents. For example, 77% use it in talking to their families and 22% use it in talking

to their friends. Only 7% use it in talking about school work. In their residences, 27% of the respondents speak their native tongue exclusively and another 30% speak English and their native tongue about equally.

Ability with English. Most survey respondents began to learn English before coming to the United States. One half first learned English before the age of 7. USA high, junior high and elementary schools were rated as among the most helpful influences in learning English. TV, radio and movies; American friends and students; and UC Berkeley were also rated as being helpful in learning English.

The respondents self-rated themselves on their ability with English. The majority (67% - 80%) rated themselves as "good" or "excellent" with regard to listening, speaking and reading ability. Fewer (48%) rated themselves as "good" or "excellent" with regard to writing ability.

Mother Tongue vs. English. There is a negative relationship between self-reported ability in the mother tongue and in English. That is students rated more proficient in English are rated less proficient in their mother tongue. The correlation between ability in the native tongue and ability in English is -.11 for speaking; -.20 for reading and - .14 for writing. Such data generally support the "interference" hypothesis, i.e., knowledge of one language interferes with the acquisition of a second language.

The Subject A Requirement. All new freshmen must demonstrate proficiency in the reading and writing of English by passing the Subject A requirement. New freshmen may do this by either scoring 600 or more on the CEEB English Composition test or by passing the Subject A examination. Otherwise, they must successfully complete a Subject A course such as Subject A, ESL Subject A or Asian American Studies 6A. Fifty-four percent of the new freshmen who are foreign born Asians do not pass the requirement upon entrance as contrasted to

37% of the new freshmen in general. This indicates that at least upon entry to Cal, the foreign born Asian tends to be weaker in reading and writing.

Although the ESL series and the Asian American Studies series were designed in consideration of a largely Asian clientel, in contract to Subject A, more of the survey respondents fulfill the Subject A requirement by taking Subject A (36%) than by taking either ESL Subject A (9%) or by taking Asian American Studies A (9%).

New transfer students typically satisfy the Subject A requirement by having passed courses in reading and composition at their previous college. Of the new foreign born Asians who enter as advanced standing students, most (78%) had already completed the requirement. Most of these (66% of the 78%) had successfully completed an equivalent course at another college and the remainder (12%) passed an examination prior to UC entry.

There is concern that students (particularly freshmen) enrolling at Berkeley who have not satisfied the Subject A requirement do so by concurrently completing an equivalent (easier) course at another college. Only 3.5% of the freshmen and 2% of the advanced students admit doing this. Thus, it appears as if few students fulfill the Subject A requirement by a concurrent enrollment procedure.

The Reading and Composition Requirement. There are several different options available to students for meeting this requirement. More students (N = 200) took English 1A and 1B than any of the other options. About 40 survey respondents took Comparative Literature 1A and 1B and fewer (about 20) took Rhetoric 1A and 1B.

Students Who Have Taken or Are Taking ESL at Berkeley. Of the 694 respondents, 100 have taken ESL courses at Berkeley. In comparing their results with the results of the other students, it appears as if they have

more difficulty with English. Also, twice as many ESL students stated that their ability with English limited their choice of major (43%) and their career choice (36%). Other differences are that fewer ESL students are citizens (13% vs. 32%) and fewer are working (19% vs. 68%). More ESL students speak their mother tongue in their living environment (43% vs. 27%) than the other survey respondents.

The ESL respondents were questioned about current ESL courses and were asked to provide suggestions for different kinds of ESL courses. They rated the current ESL courses as being helpful in teaching writing but they did not rate the current courses as highly with regard to building self-confidence in English. Although some said they would like a course in vocabulary/idioms (21%), considerably more (34%) would like a course in technical writing.

Appendix A. Results for the 694 Respondents Juxtaposed on the Survey Questionnaire.

Task Force on Language Acquisition
Office of the Vice Chancellor
for Undergraduate Affairs
May 1981

LANGUAGE BACKGROUND SURVEY OF ASIAN STUDENTS

Dear Student:

There are now almost five thousand undergraduates of Asian ancestry on the Berkeley campus. About half of these are foreign born, and many may have experienced difficulty in school work either because of language difficulties or because of lack of complete familiarity with university life. The university would like to improve its services to students of Asian ancestry. You can help by filling out this questionnaire. After you finish, just fold it and return it in the enclosed postage-paid envelope.

Thank you for your cooperation and help.

1. Where were you born? (City, Country) _____

2. Your sex: 58.1 male 41.9 female. Your age 21.0

3. Are you married? 95.1 no 4.9 yes

4. You entered UC Berkeley as a: 67.4 freshman 9.1 sophomore 23.3 junior .1 senior

5. Your current class level is: 18.4 freshman 21.3 sophomore 28.0 junior 32.3 senior

6. Your current school, college, or division: (Check only one)

12.4 biological sciences in Letters and Science
3.5 humanities in Letters and Science
12.6 physical science in Letters and Science
12.8 social science in Letters and Science
13.1 other within Letters and Science
4.2 other (Specify) _____
5.5 environmental design
2.0 natural resources
7.6 chemistry, college of
4.2 business administration
20.8 engineering
1.3 double major

7. Your ethnicity:

59.4 Chinese/Chinese American
3.2 Asian Indian
7.8 Japanese/Japanese American
5.8 Vietnamese
11.6 Korean
8.7 Pilipino/Filipino
1.0 Southeast Asian
2.3 Other (Specify) _____
.3 Multiple ethnicities

8. What percentage of your financial support comes from the following sources: (Percentages should total 100)

38.7 family
11.4 personal employment
30.5 UC financial aid
7.9 savings
7.1 loan
4.4 other (Specify) _____

9. When did you first enter UC Berkeley? ____(quarter) ____(year)

10. When you first registered at UC Berkeley, your residence status was:

12.2 student visa (F-1)
.3 exchange visitor (J-1)
2.3 refugee/parolee (RF)
32.0 citizen
51.7 permanent resident (PR)
1.4 other (Specify) _____

11. In what year did you first arrive in the U.S.A.? _____

12. Of what country are you a citizen? 44.3 U.S.A. 55.2 other (Specify) _____
.6 Double citizenship

13. What is your cumulative UC Berkeley grade point average? 3.06

14. Has your ability in English limited your choice of major?
79.0 no 21.0 yes How? _____

15. How many units are you taking this quarter? 14.2

16. About how many hours per week do you spend on your homework? 26.6

17. What is your mother tongue/first language?

3.6 Mandarin	7.1 Japanese	1.4 Other Filipino	.3 Bengali	.4 Thai	
46.2 Cantonese	11.1 Korean	5.6 Vietnamese	.0 Urdu	.9 Hindi	
3.9 Other Chinese	5.6 Tagalog	5.2 English	.1 Malay		
8.5 Other (Specify) or multilingual					

18. In the following situations, which language do you most often use?

Situation	English	Mother Tongue/First Language	Both
Talking to your family	18.3	77.0	4.7
Talking to your friends	70.2	21.9	8.0
Talking about personal matters	59.8	34.9	5.3
Talking about school work	89.5	7.4	3.2

19. Rate your ability in your mother tongue in the following areas:

	Poor	Fair	Good	Excellent
Listening	2.0	7.1	28.4	62.5
Speaking	7.5	17.6	30.2	44.7
Reading	26.4	15.7	21.6	36.4
Writing	32.7	19.5	21.7	26.2

20. When did you first learn English (year)? _____

21. Where did you first learn English (place)? _____

22. Please select the occupational field or profession you plan to pursue. (Check one only)

12.3 administration/management in business
2.3 business; sales promotion, office work
5.2 architecture/urban planning
.9 writing, publishing; music, art, theater
.0 homemaking
11.8 computer science
25.3 engineering
3.2 law
10.0 medicine (M.D., D.D.S., D.V.M.) .7 Other medicine (Specify) _____
3.8 other health-related area (Specify) _____
4.9 scientific research: area _____
2.9 social service, counseling
1.0 teaching, high school or elementary level
2.2 teaching, college level
7.5 undecided
1.3 other (Specify) _____
4.8 double profession

23. Has your ability in English limited your choice of career? 81.7 No 18.3 Yes

How? _____

24. How much writing in English do you expect to do in that career?

33.5 a lot 49.1 some 7.6 very little .7 none 9.1 don't know

25. To what extent have each of the following influenced your career choice?

	Considerable Influence	Some Influence	Slight Influence	No Influence at All
parents	22.2	30.3	26.3	21.2
friends	10.1	30.2	32.2	27.5
counselors	2.5	13.9	25.5	58.1

26. After receiving your undergraduate degree, what do you plan to do? (Check one only)

39.6 work in U.S.A.

52.6 attend either graduate or professional school in U.S.A.

1.6 return to native country immediately

3.2 return to native country after getting some experience working here

3.0 other (Specify) _____

27. Do you have a job this quarter? 68.4 yes 31.6 no

If you do have a job, how many hours per week do you work? 14.7

Is your job related to your career plans? 67.6 yes 32.4 no

28. Please rate your ability with English in each of the following areas when you first entered UC Berkeley:

	Poor	Fair	Good	Excellent
Listening ability	2.9	18.0	37.7	41.4
Speaking ability	5.3	27.0	38.3	29.3
Reading ability	4.8	27.3	36.7	31.2
Writing ability	13.4	39.2	29.9	17.5

29. Please rate the adequacy of your current ability with English for your university work:

	Poor	Fair	Good	Excellent
Listening ability	1.0	10.8	46.6	41.6
Speaking ability	3.0	20.3	46.1	30.5
Reading ability	2.6	20.6	44.5	32.3
Writing ability	6.5	34.6	38.2	20.6

30. How helpful in learning English were each of the following? (Rate only those that apply.)

	Very Helpful	Somewhat Helpful	Not Helpful	Definitely Not Helpful
a. Parents	14.6	23.3	26.6	35.5
b. Brothers/Sisters	16.9	44.2	22.9	15.9
c. Newspapers, magazines	35.8	55.3	7.1	1.9
d. TV, movies, radio	45.2	44.4	7.9	2.5
e. Asian friends & students	15.2	38.9	32.5	13.4
f. American friends & students	47.3	41.2	7.2	4.2
g. Foreign elementary school	16.4	31.5	22.8	29.2
h. Foreign junior high/middle school	22.0	33.8	20.6	23.7
i. Foreign high school	23.6	33.4	17.6	25.3
j. Foreign college	23.7	21.2	19.7	35.4
k. U.S.A. elementary school	56.1	27.7	8.0	8.2
l. U.S.A. junior high school	55.5	30.9	6.7	6.9
m. U.S.A. high school	61.7	29.9	4.9	3.5
n. U.S.A. community college	36.5	40.3	11.7	11.4
o. U.C. Berkeley	46.2	42.5	8.9	2.4
p. U.S.A. 4-year college, not Berkeley	23.0	27.9	12.3	36.9
q. Other (Specify Number = 50)	62.0	14.0	4.0	20.0

31. Your parents' primary occupation (Please fill in all that apply)

	Prior to Coming to the U.S.A.	After Arriving in the U.S.A.
Father		
Mother		

32. In your living environment you speak:

41.8 primarily English
27.4 primarily your native tongue
29.8 English and native tongue about equally
1.0 other (Specify) _____

33. Check the amount of difficulty experienced in each course area listed below due to lack of skill with English:

	Severe Problem	Moderate Problem	Slight Problem	No Problem with English	Have Not Taken Courses
Natural Sciences, e.g., biology, physiology, zoology	3.1	10.0	15.9	38.5	32.2
Physical Science, physics, chemistry	1.3	8.2	21.3	60.2	8.9
Foreign Language (aside from English or your mother tongue)	1.7	6.3	14.9	49.8	27.3
Engineering	.3	2.3	12.1	37.1	48.2
Mathematics	.6	2.2	15.2	79.6	2.4
Computer Science	1.4	3.4	14.9	53.7	26.7
Social Science, sociology, psychology	6.4	12.4	19.1	40.7	21.4
Economics, Business	2.8	10.7	17.7	36.7	32.1
Humanities, history	8.5	15.3	23.0	41.5	11.7
Other (Specify) _____ 54					

34. To what extent have the following been major obstacles for you in learning English?

	Severe Problem	Moderate Problem	Slight Problem	No Problem
Unclear teaching	16.0	23.9	28.0	32.2
Unsympathetic teachers	14.9	17.6	24.6	41.9
Lack of individual tutoring	10.4	20.9	24.3	43.9
Dull textbooks	21.1	23.5	24.8	30.4
Insufficient practice in speaking	16.6	20.0	19.3	43.8
Insufficient practice in writing	21.8	25.1	20.9	32.0
Fear of ridicule due to incorrect speech or accent	18.0	23.7	21.7	36.6
Difficulty with American accent	7.2	13.8	26.4	52.3
Difficulty with American slang	12.9	16.8	25.9	44.2
Preference for my native language	6.8	8.6	20.8	63.1
A feeling of resentment as a result of having to take English as a Second Language	3.9	7.8	14.3	72.7
Lack of opportunity	6.6	13.3	21.8	57.7
Other (Specify) Number = 38	6	6	6	6

New Frosh	New Adv. Stand.	
		35. How did you satisfy the Subject A requirement? (Check only one)
15.3	7.6	___passed an examination before entering UC (e.g., College Board English Achievement Test, English Advanced Placement Test, TOFL, other)
13.1	2.7	___passed the Subject A entrance examination
.4	2.2	___passed the English as a Second Language (ESL) entrance examination
10.8	66.0	___successfully completed an equivalent course at another college
35.9	5.0	___successfully completed the Subject A class here at Berkeley
9.2	5.9	___successfully completed ESL Subject A
8.8	.4	___successfully completed Asian American Studies 6A
2.6	4.0	___other (Specify) _____
3.9	5.9	___have not satisfied it yet

		36. When did you satisfy the Subject A requirement?
34.8	77.5	___before enrolling at UC Berkeley
57.4	14.4	___while at UC Berkeley (If so, please indicate quarter and year ___qtr ___year)
3.5	2.0	___after first enrolling at Berkeley but at another (institution)
4.3	6.0	___have not satisfied it yet

37. If you have taken ESL courses at schools or colleges in the U.S.A. before attending UC Berkeley, rate how effective were they in teaching English.

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	Number
Elementary school ESL	35.6	30.1	16.4	17.8	73
Junior high school ESL	30.7	34.7	22.7	12.0	75
High school ESL	15.8	33.7	34.7	15.8	95
Community college ESL	21.4	53.6	17.9	7.1	84
Other (Specify) _____	19.0	33.3	9.5	38.1	21

38. The UC Berkeley courses listed below satisfy either the Subject A or the Reading and Composition requirements. Indicate which courses you have taken (write in the number of times you have taken the course).

Number of Respondents		Number of Respondents	
185	Subject A	208	English 1A
14	ESL 23	147	English 1B
44	ESL 25	21	Rhetoric 1A
62	ESL 28	14	Rhetoric 1B
53	ESL Subject A	11	Dramatic Art 25A, 25B; Comparative Literature 2A-2B-2C; Special Programs 44A-44B-44C
50	Asian American Studies 6A		
50	Asian American Studies 6B		
48	Asian American Studies 6C	21	Other (Specify) _____
44	Comparative Literature 1A	___	Other (Specify) _____
37	Comparative Literature 1B		

To help us make the most comprehensive use of your questionnaire, we ask your permission to identify your questionnaire results with your student ID number. If you do not so identify your questionnaire, your replies will still provide considerable information but will be unidentified and not as helpful. Assuming you agree to its use, your Berkeley student ID number is printed to the right of your name on the outside mailing label. Copy this eight-digit number into the squares provided below. Even if you have provided your Berkeley student ID number, your questionnaire will still be treated in a confidential manner.

☐☐☐☐☐☐☐☐
Berkeley Student ID Number

Number = 100 ESL Respondents

ESL SURVEY

Office of the Vice Chancellor
for Undergraduate Affairs
May 1981

The following questions should be answered by only those who have taken ESL courses at Berkeley. Your replies to these questions will be treated in a confidential manner, and no individual results will be made public. However, this questionnaire will be used in conjunction with the Language Background Survey to help us understand individual and instructional needs more fully.

A. Are you currently enrolled in an English as a Second Language class (ESL 23, 25, 27 A-B-C, 28, or ESL Subject A)?

24 yes ___ no (Skip to the next question)

Which class are you taking now? 4 ESL 23 1 ESL 25

Number per course

27 A	27 B	27 C	28	Sub. A
0	1	1	9	7

B. Which ESL courses have you taken? (Check all that apply)

14 ESL 23 44 ESL 25 10 ESL 27 A 4 ESL 27 B 2 ESL 27 C

57 ESL 28 57 ESL Subject A

C. How helpful have the composition courses (23, 25, 28, Sub.A) been in:

	Very Helpful	Helpful	Only Slightly Helpful	Not Helpful at All
teaching writing	28.9	46.4	18.6	6.2
building self-confidence in English	16.8	38.9	26.3	17.9
preparing for future writing courses	20.0	35.8	35.8	8.4

D. Was there an ESL course that was particularly good or particularly bad?

If so, which course(s) were particularly good? _____

Which course(s) were particularly bad? _____

E. Currently there are four courses in the ESL series. Should another composition course be offered?

21.3 yes 35.1 no 43.6 no opinion

If another course were to be offered, where should it be offered in the sequence?

___ before ESL 23
2.3 between ESL 23 and 25
7.0 between ESL 25 and 28
18.6 between ESL 28 and Subject A
72.1 after ESL Subject A

F. If different kinds of ESL courses were to be offered, do you think the following would be worthwhile?

N responding		Yes, as an Elective	Yes, as a Requirement	No	No Opinion			
88	Vocabulary/idioms	59.1	27.3	4.5	9.1	_	_	21.3
85	Reading skills	50.6	27.1	9.4	12.9	_	_	4.3
87	Study skills (note-taking, reading)	58.6	19.5	6.9	14.9	_	_	8.5
89	Technical writing	48.3	39.3	3.4	9.0	_	_	34.0

14.9 any 2
8.5 any 3
8.5 all 4

Would you be interested in taking any of these courses next year if they were offered as electives?

66.7 yes 33.3 no

If yes, which one(s) would you want to take? (Write the letter) N= 47

51 Which quarter would be best for you? 49.0 fall 19.6 winter 19.6 spring 7.8 all 3.9 any two

G. Do you have to satisfy a Reading and Composition requirement?

16.0 yes, the first half only 54.3 yes, both halves 1.1 yes, 2nd half

25.5 no (Skip to the next question) 3.2 I don't know (Skip to the next question)

If yes, and you have taken the course(s), which one(s) did you take?

N responding		
18	English 1A at another school	
16	English 1A at UCB	
13	Other: _____	
2	English 1B at another school	
10	English 1B at UCB	
11	Other: _____	

H. Please rate your ability to use English with respect to the following areas:

	Excellent	Good	O.K.	Poor
Written English				
spelling	16.7	38.5	39.6	5.2
vocabulary	4.2	20.8	54.2	20.8
grammar	6.3	33.3	45.8	14.6
Spoken English				
pronunciation	6.3	41.7	42.7	9.4
vocabulary	2.1	25.0	59.4	13.5
grammar	1.0	36.5	51.0	11.5

I. We are extremely interested in getting ideas that might help the University to strengthen the ESL program. If you have any suggestions for changing the present program, please include them here.

Results for Questions 9, 11, 20 and 36.

9. When did you first enter Berkeley?

Category	Percent	Cumulative Percent
Before Fall 1977	2.3	2.3
Fall 1977	11.1	13.4
Winter 1978 to Summer 1978	1.6	15.0
Fall 1978	16.5	31.5
Winter 1979 to Summer 1979	2.9	34.4
Fall 1979	26.5	60.9
Winter 1980 to Summer 1980	3.1	64.0
Fall 1980	27.7	91.7
Winter or Spring 1981	8.2	99.9

11. How old were you when you first arrived in the USA?

Age	Number	Cumulative %	Age	Number	Cumulative %
1	18	3	11	30	44
2	16	6	12	28	48
3	16	8	13	43	56
4	15	11	14	37	62
5	16	14	15	45	69
6	29	19	16	36	76
7	30	24	17	26	80
8	31	29	18	43	87
9	30	34	19	27	92
10	28	39	20	24	96
			21 or more	25	100

20. How old were you when you first learned English?

Age	Number	Cumulative %	Age	Number	Cumulative %
1	8	1	11	34	76
2	10	3	12	55	86
3	30	9	13	27	91
4	51	18	14	18	94
5	79	33	15	15	97
6	69	45	16 or more	17	100
7	44	53			
8	35	60			
9	28	65			
10	27	70			

Note: 62% of the respondents first learned English before entering the USA, 28% first learned English in the same year that they entered the USA and 10% first learned English after entering the USA.

Results for Questions 9, 11, 20 and 36, cont.

36. The N= 275 survey respondents who satisfied the Subject A requirement while at U. C. Berkeley satisfied the requirement by quarter and year as follows:

Academic Year	Fall	Winter	Spring	Summer	Total
1976-77 and before	1.2	.7		2.2	4.1
1977-78	9.9	3.6	1.5	3.6	18.6
1978-79	14.7	6.6	4.8	2.5	28.5
1979-80	8.5	8.5	5.9	2.9	25.8
1980-81	15.5	6.6	.4		22.5